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CORRELATION. Correlation is the uniting or merging of congruous images. If images are strong, they move together into our apperceptive mass. This merging or growing of strong images is thoroughness.

CAUSAL RELATIONS. Strong images form the initial steps to the processes of reasoning which lead to a knowledge of causes. The images are the knowledge of the effects that may lead one to find the cause.

PERSISTENCE IN WORK. No mark of intellectual power is more promising than the habit of hard educational work under the right motive. Pupils who work out their own problems with little or no help, who overcome difficulties and stick to tasks that are not in themselves pleasant, who do the work assigned them, and far more, are on the road to successful lives. Teaching consists in inducing pupils to do excellent educative work.

MEASURING QUANTITIES (ARITHMETIC). Measuring quantities is intrinsic to all true

study. Every branch of study demands constant measuring for the growth of clear images. The isolation of arithmetic in school work makes it difficult for teachers to use arithmetic properly.

Pure numbers require the learning and remembering of numerical facts. Measuring quantities demands imaging, analysis, comparison, and the exercise of reasoning power.

III. The Body: Defects of the body mean, in general, defects of the mind. No teacher can truly help a pupil without some knowledge of the bodily conditions named.

IV. Expression: Through expression in all its modes the teacher may read the characters of his pupils and understand their moral, mental, and physical strength and weakness. Each mode of expression reveals some phase of character. Expression has a powerful and indispensable reaction upon thought. Expression is essentially self-realization.

Colonial History

Emily J. Rice

The value of a history course in school depends very largely upon the relation it bears to the vital experiences of the children. If they are given an opportunity to do social work, they wish to know what they are doing, and why they are doing it. The first great mission of the school is to give the child something to do, and the second is to fill that work with meaning by showing its relation to the larger movements of life. It is more important that the material of the history lessons should have this close connection with the social activities of the school than that any logical order of the subject-matter should be considered. In fact, the kind of work

being done suggests both historic subject and order of topics.

Experience has led us to believe that it is well to allow some one art especial prominence in each grade for the sake of carrying on the constructive work more thoroughly than would otherwise be possible. If the children are doing textile work, or making pottery, or learning to print or bind books, they may need a long time in which to secure a good result. When they are putting forth continued effort in a particular direction, study of the history of that activity shows the value of their labor in terms of the great field of human endeavor. This plan involves the

selection of such periods of history for study as have the most direct bearing upon the social occupations, and presenting the topics in the order suggested by the problems of these occupations. It changes our point of view in teaching. We consider no longer the logical order of the subject-matter, but the attitude of the children's minds in relation to it.

Among the most valuable arts for the children are those belonging to the manufacture of clothing. The textile industry is one of the greatest in our own country, and it is necessary to understand it to get a comprehension of the social situation. By the study of it, children learn that their comfort depends upon the labor of others in fields and factories. By actual work in spinning and weaving, they become able to appreciate the work of the world.

The little children may spin with the spindle and distaff and weave on a simple hand-loom. The children of the middle grades can use the spinning-wheel and the Colonial loom. For these older children, the study of the life of our Colonial forefathers seems especially desirable. This period is a comparatively simple one as far as institutions are concerned. The struggle of the pioneers with the hard conditions of the new environment are those that children can appreciate. The problems of the development of their industries are such as the children can work out for themselves. It is a period of adventure and heroic action. Both from the standpoint of industrial life and qualities of character, it furnishes suitable material for the middle grades.

Outline of Topics for Work and Study

I. Spinning of flax and wool by means of the spinning-wheel. Carding.

II. Weaving on Colonial loom and small hand-looms. Sewing.

III. Study of materials, manufacture, design, and color.

IV. Study of the textile work of Colonial times.

1. Illustrations: objects; pictures; visits to museums.

2. Dress of the Colonists: New England; Virginia; New York; Pennsylvania.

3. Materials and manufacture.

V. A New England community.

1. The home: occupations of the people; family life; houses; food; amusements.

2. A farm: variety of products; physiographic features that have affected industries; labor; life on the farm; education.

3. A village: location; causes of growth; industries; labor; classes of people; social life; education.

4. The town-meeting: effect of economic conditions upon government.

5. Growth of colony from its settlement.

References: Weeden, *Economic and Social History of New England*; Palfrey, *Compendium History of New England*; Alice Morse Earle, *Customs and Fashions of Old New England*, *Home Life in Colonial Days*, *Costume of Colonial Days*, and *Children of Colonial Days*; Fiske, *The Beginnings of New England*; Doyle, *English Colonies in America*; Lodge, *English Colonies in America*; Eggleston, *The Beginners of a Nation*; Griffis, *Pilgrims in Their Three Homes*; Coffin, *Old Times in the Colonies*; Hawthorne, *Grandfather's Chair*; Tiffany, *Pilgrims and Puritans*; Hart, *American History told by Contemporaries*; Caldwell, *A Survey of American History*; Davis, *The Physical Geography of Southern New England*; National Geographic Monographs.

VI. A Virginia Plantation.

1. Appearance of plantation; size; vegetation; agriculture; laborers; isolated houses; absence of villages; household industries; education of people.

2. Physiographic conditions that affected the social life of the colony.

3. Geography of the tide-water region; wide strip of fertile soil; piedmont and mountain region; rivers; harbors. Compare with the New England plateau.

4. The Virginia country. Compare with the New England town.

5. Growth of the colony from its beginning.

References: Bruce, *Economic History of Virginia in the Seventeenth Century*; Doyle, *English Colonies in America*; Lodge, *English Colonies in America*; Fiske, *Old Virginia and her Neighbors*; Cooke, *Virginia and*

Stories of the Old Dominion; Hart, *American History told by Contemporaries*.

VII. The Dutch in New York.

1. Dress of the men and women; houses, interior and exterior; occupations; schoolhouse, tea-parties, night-watchman, town-herder, etc. Let the children learn all they can from pictures, and then supplement their observations from Irving and Mrs. Earle.

2. The story of Henry Hudson and the founding of New Amsterdam as a result of his voyage. Motive of the Dutch in settling. Compare with that of the English at Plymouth and Jamestown. Geography of the Hudson and Mohawk valleys. Show how nature made trading and commerce easy. The situation of Manhattan Island—why did New York become the leading city of the United States?

3. Compare the government of the colony with that of Plymouth. The Walloons and Patroons. The Dutch governors, with special attention to Peter Stuyvesant. The Swedes on the Delaware and the English on the Connecticut. Why did the Dutch surrender to the English in 1664?

4. Holland. Show life in Holland by pictures. Study a relief map of Holland, noticing the rivers and the height of the land above sea level. Draw conclusions as to how the land was formed and its quality.

5. Occupations. Result of the geography of the country. (a) Grazing—the Dutch cattle are some of the finest in the world. Why? Show picture of Paul Potter's Bull. Dairy products. Leather. (b) Agriculture and horticulture. (c) Commerce—due to what? Why are canals a necessity? Colonies of Holland and how Holland at one time did nearly all the carrying trade of Europe. (d) Manufacturing—functions of the wind-mill. Cloth manufactures. Why is the making of bricks, tiles, and china such an important industry? (d) Fishing—importance of the herring.

6. Cities. Have the children get the life in and the architecture of the cities of Amsterdam, Rotterdam, The Hague, Delft, Leyden, from pictures. Tell simply and forcibly the story of Holland's struggle for liberty, which culminated in the siege of Leyden. Read selections from Motley.

Literature Studies: *Rip Van Winkle* and *Sleepy Hollow*, by Washington Irving.

References: Alice Morse Earle, *Colonial Days in Old New York*; Irving, *Rip Van Winkle* and *Sleepy Hollow*, *Knickerbocker History of New York*; Fisher, *Colonial Customs and Manners*; Winsor, *Narrative and Critical History*, v. 3, 4; Bancroft, *Colonization of the United States*, v. 2; Dodge, *Hans Brinker, Picturesque America*; Wright, *Stories of American History*, pp. 292–300; *Artist Strolls in Holland*, Harper, v. 66; Higginson, *Young Folk's History*; Eggleston, *History of the United States* (illustrated), *First Book in American History*, *Stories of American Life and Adventure*, v. 54; Gilman, *Historical Reader No. 2*, v. 7, 8; Tuckerman, *Peter Stuyvesant*; Schuyler, *Colonial New York*; Paulding, *The Dutchman's Fireside*; Motley, *Rise of the Dutch Republic*, *Old South Leaflets*; Hart, *Source Book*.

VIII. The Quaker Colony.

1. The old city of Philadelphia. Buildings associated with its early history. Use a topographical map of its site.

2. Biography of William Penn. The Quakers.

3. Growth of colony. Compare with that of the other colonies.

4. Geography of Pennsylvania; effects upon industries and social life.

References: Coolidge, *Early History of Philadelphia*; Fisher, *Early History of Pennsylvania*; Britannica article on Penn, *Harper's Magazine*, v. 65; Coffin, *Old Times in the Colonies*; Hart, *Source Book*.